TODAY'S CHILDREN – TOMORROW'S HOPE

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The Story of Children in the Occupied Lands

FOREWORD

THIS IS A STORY of the plight of children in the occupied lands. Historically, in the occupation of one country by the armies of another, the incidental toll of death and famine suffered by women and children has never been small. In this war, however, the Axis boast of total war, regarding the children of the invaded countries, became a hideous reality.

Against the security in the family, against their education and general welfare, against their very lives, the Fascists directed a deliberate campaign of destruction that has nothing to do with the incidental though tragic casualties of modern warfare. The pattern of treatment meted out to the children of the 13 countries which were completely or partially occupied by the aggressors is gradually becoming clear. It is no more, no less, than a pattern of methodical destruction. The purpose of this report is to trace the pattern and set forth the facts as they come to us through enemy records, through underground messages, and as they are revealed in territories liberated from enemy occupation.

That the war against children may become known and recognised for what it is, certain questions were asked of the governments representing the occupied or partially occupied countries. In answering, they made every effort to achieve maximum statistical accuracy. Under existing conditions, however, figures are far from complete ; in some cases it has been necessary to cull facts from enemy reports, or to make deductions from such inadequate records as could be smuggled out, or from direct but limited knowledge of individuals who have escaped from occupied territories. In others it has been only possible to carry out a cursory study of conditions in countries recently liberated.

The situation as set forth in the available data would make for almost intolerable reading if it were not for the evidence of courage and wisdom that has already been displayed in salvaging for the future. No one can help being stirred to hope by such reports as that coming from China, which has doubled the number of its schools in the unoccupied territory during the period of the war ; or that of the Yugoslavs of 10 or 12 years of age leaving their mountain caves to give battle to the enemy. People cannot be conquered who, in the midst of the tragedy of occupation, have had time to look forward, as did the Czechoslovaks, Poles and French within their invaded countries, to prepare programmes for better educational opportunities than existed before the war. Nor can the stories of the number of children generously received in neutral and unoccupied countries cease to be touching.

Disease, starvation and brutal destruction, according to the Fascist plan, have done their worst. But when the children of the occupied countries return to their homes to dig up buried microscopes and textbooks, as men in former wars used to dig up their hurriedly buried gold, the world can be sure that the younger generation " know what they fight for and love what they know."

Page

BELGIUM 5

CHINA 7

CZECHOSLOVAKIA . . . 9

DENMARK 12

FRANCE 14

GREECE. 17

LUXEMBOURG 20

NETHERLANDS 22

NORWAY 26

PHILIPPINES 28

POLAND 29

U.S.S.R. 32

YUGOSLAVIA 35

What plans can be made for Youth? . . 38

Vital children's foods are distributed to mothers in liberated Belgium.

BELGIUM

AREA : 11,755 *square miles* (*Belgian Congo* 900,000 *square miles*).

POPULATION : 8,386,553 (1939 *estimate*) (*Congo :* 15,000,000).

MORE COMPLETELY perhaps than in any other country of the United Nations, the disrupted families of Belgium were oppressed with the terrible sense of repetition. Twice invaded in this generation's lifetime, twice occupied by the same aggressor from across her borders, the people of Belgium suffered not something new, but a nightmare repeated, a relapse of a dread illness of the body politic. The suffering of Belgian families was sharpened by the memory and by the actual physical scars of the occupation of the first World War. The second occupation, more brutal, more ravaging than the first, was also more bitterly received. Fathers and mothers entered into the distress of the children both through the path of parental sympathy and through the shared recollections. To comprehend the meaning of the catastrophe it must be realised that not one generation but two, in Belgium, have experienced these things.

How far has Family Life been destroyed ?

It is estimated that about half of the Belgian families have seen their family life disrupted. According to official statistics published both in Germany and in occupied Belgium, at least 600,000 Belgian men and women were deported to Germany. Another 70,000 Belgians were prisoners of war. And in addition to some 25,000 civilians killed, military casualties amounted to approximately the same figure. There were also an estimated 30,000 Belgians in concentration camps and in prison on German orders.

In other words, at least 10 per cent. of all the Belgian people were away from their homes. The picture is worse if one considers that most of the deported Belgians and the prisoners of war were men from 20 to 50 years old, the badly-needed wage earners in most homes. The result was that in many homes only women were left, and because they had to find work of some kind their family life was all the more disrupted.

Among the Belgians who happened to be of Jewish descent, or Jews of Polish, German, Austrian and Czechoslovak descent, the disruption of family life was almost complete.

Wholesale forcible deportations affecting more than 25,000 included many children. Others were left destitute and were taken care of by Belgian families at great personal risk.

In 1944 another element was added to the destruction of family life. For fear of an Allied landing the Germans had the Belgian coast completely evacuated. As a result, 200,000 people had to find new lodgings in the interior. The task proved difficult and families were separated in order to permit an even distribution of refugees among a large number of cities.

To this should be added the fact that there were some 50,000 Belgian refugees and soldiers in free countries, the great majority of them separated from their near families.

How far has Child Health been undermined ?

Available rations in occupied Belgium provided only 900 calories for the average child against a normal peace-time 2,900. As a result, tuberculosis, rickets and tooth decay were widespread. Many children fainted in school from undernourishment, according to a report made by Swedish neutral observers.

A Belgian Red Cross report shows that the birth rate decreased by 20 per cent. from the prewar average, and the death rate among children increased by 13 per cent. Thus, the death rate was higher than the birth rate, a state of affairs which had never existed in Belgium. Many children were forced to beg in the streets for food. Thirty per cent. of Belgian children are reported to have lost weight dangerously. After only one winter of occupation, deaths from tuberculosis increased by 57 per cent. and the great majority of the new victims were children. A report made officially in occupied Belgium by Professor Jaquemyns, of Brussels University, gives the following findings :

A. Kindergartens: 2,127 children examined, 1,007 were debilitated.

B. Public Schools: out of 7,873 children, 3,854 were debilitated.

C. High Schools: out of 4,942 children, 2,060 were debilitated.

What have the Aggressors done to Education ?

The aim of the Nazis towards Belgian education seems to have been two-fold: to undermine those democratic principles of equality and tolerance that always distinguished Belgian life and to substitute German racial and anti-religious theories ; to break up all focal points of national pride and resistance, such as schools, clubs and universities. In this way the enemy hoped to weaken the freedom-loving Belgians so that they would become docile and subservient to the " Herrenvolk."

In educational books all references to the 1914–1918 war were eliminated and history was rewritten to the advantage of Germany. A large number of schools were taken over as German administration headquarters or were closed for lack of fuel.

Brussels University was closed by the Germans and some of its professors were sent into a concentration camp. The head of Louvain University was arrested after three years of resistance to German pressure. German professors were appointed at other higher educational institutions.

What have the People done to preserve Education?

In most schools, notwithstanding the lack of textbooks, history was taught as it was known to Belgians before the war and not according to German guidance. A series of strikes were staged by students in protest against the arrest of professors.

A very high number of students took an active part in the resistance movement, underground Press and intelligence work, sabotage or in the secret army. They avoided, at any price, deportation to Germany as forced labourers, and, whenever possible, escaped to England to join the Belgian forces, of whose total strength 45 per cent. were students.

During the last summer under occupation, many of them took to the woods in the Ardennes and elsewhere where they helped in their own liberation ; a number of them took a brilliant part in the battle for the preservation of the port of Antwerp.

Many teachers kept on giving private tuition to Jewish children who were forced out of the schools by the Germans. In defiance of the Germans, most class-rooms started the day with the singing of the Belgian national anthem.

防患未然
有恃無恐
未雨綢繆
有備無患

Chinese children, on their way to collect firewood, look at an A.R.P. poster.

CHINA

AREA: 4,817,169 *square miles, including Manchuria and outlying territories;* 803,003 *square miles under enemy occupation* (1945 *estimate*).

POPULATION: 494,768,475 (1936).

THE TRAGEDY OF CHINA is that of a whole generation of children grown from infancy to school-age in a world at war, a generation of children who have never known peace or security.

Millions of children throughout China have been born and raised in the midst of war, knowing nothing but fear, misery and starvation, fleeing from enemy soldiers and bombing planes, wandering over the country as refugees, begging for food and drink to stave off starvation, and sleeping in any corner that could be found.

The children of China have been victims of Japanese aggression for over seven years. Both in areas under enemy occupation and in unoccupied provinces they have suffered from disrupted family life, malnutrition, disease and from the ill-effects of these conditions on their education. Where enemy control was exercised more completely and over a longer period of time, these effects are especially acute, whereas in other parts of the country they are present in lesser degree.

How far has Family Life been destroyed ?

It is estimated that of China's total population about 200,000,000 lived under Japanese occupation, and about 40,000,000 became displaced persons. When Madame Chiang Kai-shek first began relief work for children in 1938, at least 1,000,000 children were in need of aid in the eastern coastal provinces. Since the war has reached further into the inland provinces, the number of war orphans and waifs throughout China has increased and is now estimated at about 2,000,000.

Approximately 65,000 children are cared for in Madame Chiang's " warphanages," as well as in various government and private orphanages. Some of these children lost one or both of their parents in air raids, epidemics or floods due to the war. Others are children of refugee families, separated from their parents and relatives in the great migrations from the war-torn areas.

How far has Child Health been undermined ?

It is to be expected that children living under such conditions would suffer seriously from under-nourishment and from diseases due to lack of proper and adequate food,shelter and clothing. Under the impact of war and inflation, few families even of the middle class could afford the cost of adequate food and clothing for their children. In Chungking, for instance, a pint of milk a day cost 490 Chinese dollars a month, an egg a day cost 120 dollars a month, and rice and vegetables alone for a child amounted to 90 dollars per month.

Clothes were correspondingly expensive. A cotton baby frock cost from 300 to 600 Chinese dollars. Woollen suits for boys and girls cost from 2,000 to 4,000 dollars. A baby blanket cost 1,500 dollars. (About 20 Chinese dollars are equal to one U.S. dollar, at official rate of exchange.)

By comparison, the children in occupied areas were in worse condition. In Shanghai, even rice, the staple food, was so scarce that each person could buy only about one pound a day, at six or seven dollars a pound. Vegetable oil used for cooking was sold at 40 dollars per pound. Starvation was so prevalent that, during the winter of 1941, scores of children's corpses were picked off the streets of Shanghai every morning.

What have the Aggressors done to Education ?

One great difference between the conditions of the children in occupied areas and of those in Free China was their educational opportunities.

Practically all colleges and universities in the occupied areas were closed or confiscated by the Japanese military. Wholesale arrests and executions of teachers and students in the higher schools were a common occurrence in the Japanese-occupied provinces. In schools that remained open in the occupied areas, the Japanese language became a compulsory subject, displacing English as a foreign language. History and other textbooks were rewritten to teach a distorted version of Chinese-Japanese relations and to stress what the Japanese call " British and American aggression in China."

High school students and college freshmen were organised by the Japanese into " youth training corps " and compelled to give labour service and to attend meetings and march in processions staged by the Japanese to celebrate " victories." This method was also applied to primary school children, when impressive parades were desired by the Japanese military to boost their own morale.

What have the People done to preserve Education?

The most effective way to escape the regimentation and indoctrination of the Japanese-sponsored education was to move from the occupied to the free areas, which students did in considerable numbers. One report shows that more than 4,000 such " refugee students " registered in Chungking alone during the first 10 months of 1943.

One of the most dramatic epics of the war in China is the story of the great student migrations, involving thousands of boys and girls who travelled by train, bus, boat or on foot, for hundreds of miles across the country into the interior, literally transplanting their schools to Free China in order to carry on their work. There are now more students attending schools and colleges in the provinces of Free China than there were in the whole country at the beginning of the war.

In occupied areas, Chinese officials continued to carry on their educational work wherever possible. For example, in occupied Kiangsu Province, where 61 counties fell into enemy hands, they worked in guerrilla areas and in villages outside the enemy-held cities, with the help of the local people. The Kiangsu provincial government did its utmost to maintain nearly 70 schools in the war areas, and in areas behind enemy lines, on a mobile basis. The slogan of these schools was, " When the enemy comes, we escape ; when the enemy goes we come back."

Most of the schools had at least 300 students. Each divided its students into five or six or more classes, and each class was broken up again into groups of 10 or 15 or more. Each class escaped in small groups. The schools were equipped as scantily as possible because they had to move whenever the enemy came.

CZECHOSLOVAKIA

AREA : 54,244 *square miles* (*in* 1938).

POPULATION : 15,250,000 (*in* 1938).

GERMANY'S METHOD of fitting other nations of Europe into her " New Order " fluctuated between methodical extermination, forced Germanisation and enticement to collaboration or " debauchery by consent." After 1938, Germany had time to try all three methods upon the various groups in Czechoslovakia and in every case it was the children who suffered most.

How far has Family Life been destroyed ?

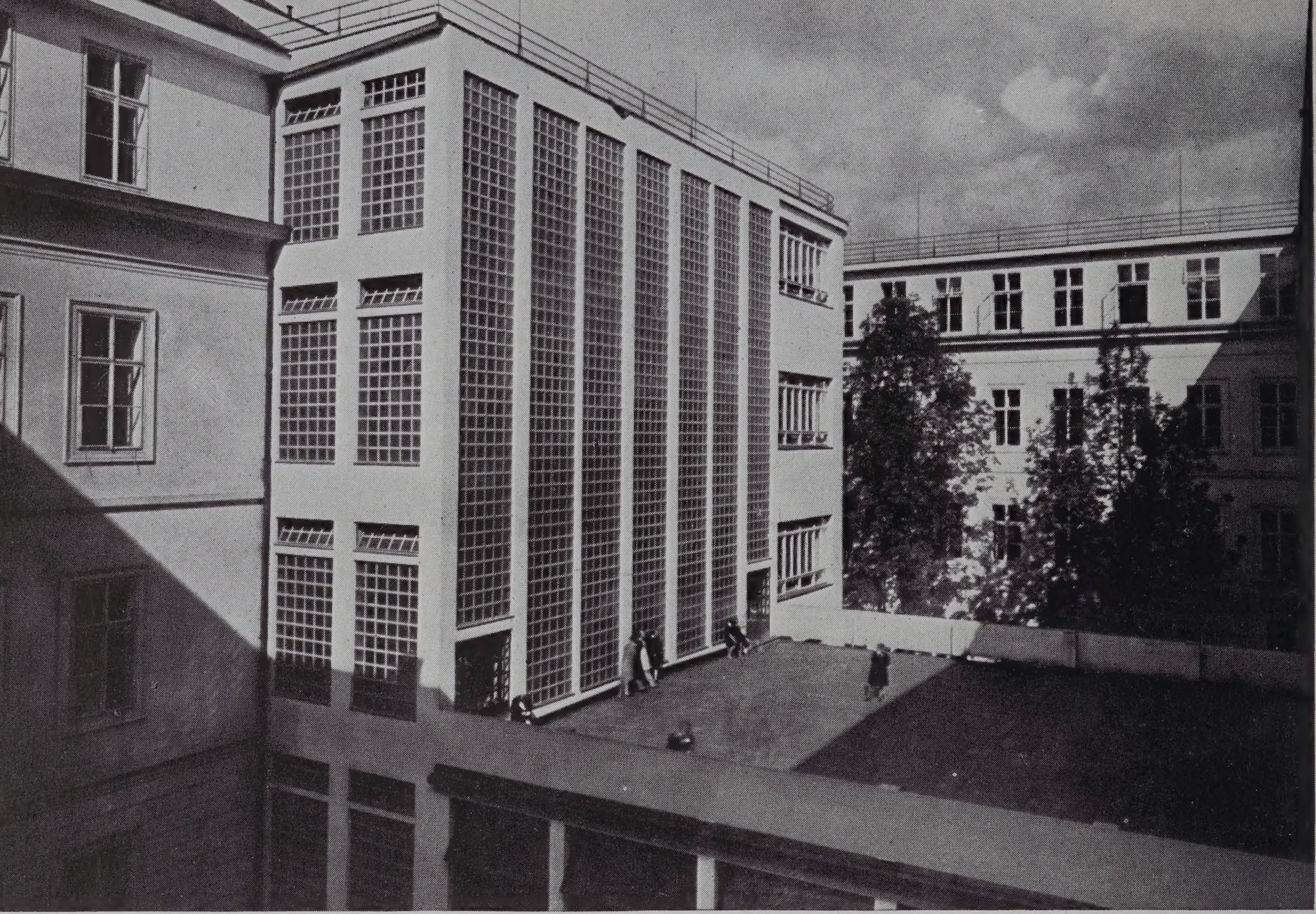
After Munich, many thousands of Czechoslovak families were displaced from German-occupied territory. Immediately after the occupation of the rest of Czechoslovakia in March, 1939, the Germans began to remove from their posts Czechoslovak administrative officials, doctors, professors, teachers and other intellectuals. Some were transferred to other places, some deprived of their livelihood, some sent to concentration camps in Germany.

Gradually, as Czechoslovak industries were incorporated within the German war effort, and as hundreds of industrial enterprises closed, people of all ages and both sexes were displaced from Czechoslovakia for purposes of forced labour. The number is estimated at 900,000, of whom 450,000 were under the age of 25. Thousands of families were thus displaced and parents separated from children. Moreover, entire farm communities were moved from their homesteads to German labour camps to make room for German settlers from Rumania, Bukovina and Bessarabia. In 1943 and 1944, thousands of children between the ages of 10 and 14 were sent to Germany to be " re-educated " according to the Nazi principles of education.

While Czechoslovakia was occupied, at least 60,000 were executed as a result of the Nazi terror and 200,000 sent to concentration camps. Many young people left their families and joined the Underground.

The number of Jewish families transported from Czechoslovakia to Poland, where they were systematically put to death, is unknown. At least 5,000 Jewish orphans were sent abroad from Czechoslovakia by religious missions.

It is estimated that altogether 1,500,000 Czechoslovaks were displaced by the enemy. Many succeeded in reaching the United States, Great Britain and the Dominions, Russia, South America, Central America, and other parts of the world.



Schools, like this one in Prague, were converted by the Germans into barracks for their soldiers and stormtroopers.

A more subtle method of disrupting family life was also used. Children in schools remaining open were taught to spy on the conversation of their parents, their brothers and sisters and then to report it to German teachers. This caused disruption of many families directly depending upon the Germans for their livelihood.

How far has Child Health been undermined ?

When the intensive bombing of Germany began, many pregnant German women were transported to Czechoslovakia. Hence, the increase of births announced by the German statistical office was probably due to the influx of these women.

Pregnant women were supposed to enjoy privileges, but their rations were increased so little above the normal low level—four ounces more of food daily in the last month of pregnancy, and a pint of milk of inferior quality during the six weeks following childbirth—that the resultant undernourishment caused a great increase in miscarriages.

At the beginning of the Nazi occupation, rations for children up to three years of age did not fall dangerously low. They received 900 grammes of flour, 150 grammes of meat products, 125 grammes of fats, one egg and an eighth of a pint of milk a week. But even then fruits and vegetables providing minerals and vitamins were strictly rationed.

Adolescent children suffered most at first. Their needs in proteins, calcium, and fats were not covered by the official rations, even when these were actually available.

The quality of bread, which is an indication of the food standard, was very poor ; flour contained at best 40 per cent. rye, 35 per cent. barley, 10 per cent. wheat and 10 per cent. potatoes. All fats were removed from milk before sale. The one egg officially permitted each person, per month, was often unobtainable. As a result, the children of Czechoslovakia lived in a desperate state of malnutrition. And the lack of adequate clothing, soap and medicines also affected their health.

The distressing result of all this was an increase in various diseases, such as infantile tuberculosis and scrophulosis. The 20,396 cases of tuberculosis treated at the Prague tuberculosis hospital " Bulovka " in 1941, represented an increase of 98 per cent. above 1937. Of these, a large proportion were children. Judging from the meagre statistics available it is likely that the percentage of all other diseases rose alarmingly.

The general situation was aggravated by a shortage of doctors. According to a Swedish report, Czechoslovakia had but one doctor to 12,000 persons.

What have the Aggressors done to Education ?

Under the pretext of accommodating their troops, the Germans began requisitioning school buildings soon after the occupation of Czechoslovakia. Following the patriotic demonstrations on October 28, 1939, on the occasion of the anniversary of Czechoslovak independence, and the later brutal massacres of university students in Prague and Brno, the Germans closed all Czechoslovak universities and technical high schools. The majority of the students and professors who escaped the massacres were sent to concentration camps in Germany. Student dormitories in Prague and Brno were transformed into barracks for German SS men.

The Germans also closed libraries and laboratories. Valuable books and scientific equipment were sent to Germany. Those pertaining to Czechoslovak history as well as volumes written by Czechoslovak statesmen and writers, such as Frantisek Palacky, T. G. Masaryk, Edvard Benes, Karel Capek, Ivan Olbracht, were destroyed in public fires.

The Nazis decided that the educational standards of the Czechoslovak Republic (there were 80,000 students in Czechoslovak colleges the year of the Nazi invasion in 1939) were not in accordance with their plans.

" We must give the beaten people the benefit of illiteracy," said the Nazi labour leader, Robert Ley. His expression summed up the direction of Nazi political and economic orientation for the " protectorate." According to the Nazis, the Czechoslovak people were " not fit for academic education." They were not to aspire to become judges, doctors, lawyers or scientists. They were to be content with becoming skilled workers or remaining agriculturists and working for the benefit of Germany. And the Germans decreed that only those students who had completed a training camp course of physical and " Nazi world-outlook " education, modelled after the example of the Hitler Jugend camps, could be admitted to college.

The Germans appointed a special board to select students " fit " for further education. Those who could not pass the " test " had to choose some practical occupation. Parents no longer had the right to choose an occupation for their children, as they did in the past, but were obliged to apply to the labour office which would make the decision on their behalf. In special cases, students who graduated from college were allowed, if they understood German, to continue their studies at one of the Reich universities ; but only when they proved their loyalty to the new order in the " protectorate," that is, a willingness to become renegades and traitors.

In the remaining schools teaching was shaped according to the Nazi plan of re-education. The first thing the Nazis did was to forbid the teaching of Czechoslovak history from Czechoslovak textbooks. Children could thus learn history only from the Nazi point of view. A great many subjects were taught in German and gradually Czechoslovak teachers were replaced by teachers from the German sections of Czechoslovakia. The Czechoslovak children were admonished in Nazi-controlled newspapers to " follow the example of the Hitler Jugend and to compete with it in the execution of duties which circumstances and Hitler have imposed upon the Czechoslovak people."

As a consequence of the transfer of German children to Czechoslovakia, particularly in the so-called mixed territories which the Germans wished to Germanise rapidly, the Czechoslovak schools were closed and German schools were set up. Children of Czechoslovak families remaining in these territories were forced to attend these schools. In other Czechoslovak high schools (gymnasiums) and technical colleges, professors and teachers, particularly those teaching history, literature and social sciences in general, were summarily dismissed and replaced by Germans.

On the other hand, the Germans put on the market a whole series of new books, written according to the recipe of Propaganda Minister Goebbels.

What have the People done to preserve Education?

Because of the solidarity of the Czechoslovak people the German attempt to destroy the Czechoslovak tradition of education met with little success. Former teachers and professors who remained at their posts outwardly adopted the Nazi method of teaching. But secretly, in collaboration with the parents, they continued to direct the education of youth according to their own tradition. They continued to recommend books to study. This is evidenced by the many executions of teachers, professors and parents because, as the Nazis explained, they " sabotaged the German effort for the re-education of the Czech youth in the spirit of the New European Order and the Greater Reich."

DENMARK

AREA : 16,575 *square miles.*

POPULATION : 3,805,000 (1939).

THE PRETENCE of making of occupied Denmark a " friendly partner " of the Third Reich did not prevent the systematic pillage of harvest and livestock which formerly contributed to the health and well-being of the Danish children. Nor did all the " correct behaviour " conceal the essential immorality of enemy aggression. It is true that the population of Denmark did not have to bear, in the same degree, the degradation of the neighbouring Allies, nor the reduction of its population by deliberate murder, as in the countries to the east. Hence, this summary of the condition of Danish children represents the very best that could be expected of enemy occupation.

How far has Family Life been destroyed ?

On May 1, 1944, Denmark counted 12,622 homeless persons, of which 4,900 had been housed in barracks, the balance in private homes. Since that time, there has been a " voluntary " evacuation from the west coast of Jutland.

Altogether, 14,500 persons, including children, escaped to Sweden, where they were well cared for. Less than half of them were Danes of Jewish faith.

In December, 1943, 52 Jewish children, one to 12 years of age, whose parents had been taken by the Gestapo in October, 1943, were shipped by the Germans to an unknown destination from a freight depôt in Copenhagen.

In Randers, Jutland, the Germans arrested a number of Danish boy scouts, and reports were received from time to time of unknown numbers of arrests of high school pupils.

A large number of boys from 16 to 18 escaped to England and joined the forces of the United Nations.

How far has Child Health been Undermined ?

The Germans took more of the products of the dairies, farms and slaughterhouses of Denmark than was normally available for export. Over 400 cattle and 3,000 pigs were shipped to Oslo from Denmark every week through the summer months for consumption by the German Army of Occupation in Norway. Dairy products went direct to Germany. This flow of foodstuffs to the enemy naturally left the children of Denmark underfed.

A test in Esbjerg elementary schools showed one child underweight in every seven, and 98 per cent. suffering from bad teeth. Because of the lack of soap and scarcity of hot water, a prevalence of lice and scabies was reported.

From available reports it appears that tuberculosis cases increased 12 per cent. during 1942-1943, with an additional increase of 5 per cent. during 1943-1944. Meningitis appeared sporadically, and diphtheria mortality cases increased 7 or 8 per cent.

That there was not more malnutrition may have been due to the fact that from August, 1942, to June, 1943, Danish school authorities served free meals to 37,000 children in 47 towns (20 per cent. of all school children in those towns).

What have the Aggressors done to Education ?

As far as is known, the Germans did not systematically interfere with the Danish school system, but they arrested several teachers and requisitioned many school buildings.

What have the People done to preserve Education?

The effort of the people to preserve their national education was but a part of the larger programme of resistance in every field. This resistance grew, under enemy blandishments.

The Nazi Press was full of stories of the difficulties of keeping young people down. The public regarded boys who stole German rifles, who saluted R.A.F. planes as they passed in the sky, who succoured Allied pilots, who set fire to German garages, who imitated the goosestep in the wake of Nazi soldiers—the public regarded all of these manifestations of Danish resistance as the work of heroes. The boys took imprisonment with a smile because of this public approbation. When one captured R.A.F. flyer was marched through the streets, every school child ran out with flowers. The experiment was not repeated by the Germans.

Schoolboys and girls all over Denmark, with the encouragement of parents and teachers, took part in the struggle against Hitler. The Nazi Press continually attacked teachers for permitting the British national anthem to be sung whereas the German anthem was never sung.

School children in Slesvig gave the first example of resistance ; in this province (German since 1864), ruthless Germanisation of the Danish minority had been carried out before the present invasion. The Lord's Prayer, repeated daily in German, had always been followed by the words "Slesvig is my home, Germany my Fatherland." In 1940, after the enemy had occupied the whole of Denmark, one little girl said courageously: "Slesvig is my home, DENMARK is my fatherland." The teacher shouted: "Damned Danish brats ! " And when a woman teacher tore the swastika to pieces in public and was sentenced to prison, her pupils became more active than ever in sabotage.

And on the Soviet Union's Red Army day, Danish children wore red neckties and red ribbons in their hair. Not much as a war effort, perhaps, but a deep abiding sign of solidarity with the Allies. It will live in the hearts of the children.

Fuel for their homes under occupation—Danish children picking up coke on the quays.

Allied flags fly again over this French school—once more children can learn in freedom.

FRANCE

AREA : 212,659 *square miles.*

POPULATION : 40,000,000 (1945 *estimate*).

IT IS TOO EARLY to get a full-scale picture of the conditions to which the children of many occupied countries have been reduced, but in this report on France the reader will find every element of a finished composition fairly and clearly limned : the displacements due to four years of war, the broken families, the deaths, the depopulation of villages, the bombed city tenements, the hunger, the rising resistance of a freedom-loving people, the war against the enemy of whatever national origin and the courage with which restoration started. It will be noted that the whole canvas is illumined by a spiritual liberation which did not wait for the advent of Allied armies.

How far has Family Life been destroyed ?

As a direct consequence of the displacement of several million Frenchmen, family life in France was disrupted to an alarming extent.

The number of displaced Frenchmen was estimated at well over 5,500,000, including : 800,000 prisoners of war in camp ; 300,000 prisoners of war employed as civilian workers ; 225,000 workers who went to Germany " voluntarily " under the " releve " scheme, in exchange for the release of prisoners of war ; 750,000 workers compulsorily sent to Germany ; 600,000 political and racial deportees ; and 300,000 Alsatians and Lorrainers deported to

Germany. To these figures should be added the 2,600,000 French people who were " displaced " inside France for one reason or another.

Of this 5,500,000, nearly 3,000,000 either were or are still in Germany.

In addition to the dislocation of families as a result of deportation, evacuation, forced labour and detention in prisoner-of-war camps, many families were broken up by the urgent necessities of patriotic activities. Thousands of men lived in hiding to avoid the compulsory labour draft, thousands of others joined the Maquis.

How far has Child Health been undermined ?

Dangerous as the Nazi-imposed conditions in France were to the health of everyone, the situation was tragic in its effect on the health of the children. Lack of food undermined the health of the younger generation to a point where little resistance could be offered by weakened bodies to tuberculosis and other diseases.

As a result, infant mortality increased tremendously. At the time the Allies invaded France there were eight times as many children dying in France as in Germany.

The food rations of the children were not only utterly insufficient from the viewpoint of indispensable elements such as fats, vitamins, amino-acids, etc., but the rations were deficient in energy values.

Moreover, the rations were very badly balanced and showed a disproportion in the relationship of albuminoids, fats and carbohydrates.

Due to the food situation, the health of children in France deteriorated rapidly. Here is an idea of the situation :

By 1942, the lack of protective foods such as animal fats, butter, cheese and eggs caused dangerous diseases to spread. One death out of two was due to tuberculosis, adolescents and children constituting the majority of victims.

During the summer of 1942, children sent to Switzerland were 10 pounds below their normal weight, with teeth, hair and eyesight affected.

At the beginning of the school year, in October, 1942, 8,000,000 children lacked shoes.

The Medico-Social Committee of the International Hygiene Bureau in Geneva reported that a study of 45,000 city children showed that the mortality from tuberculosis had increased by 30 per cent., especially among children of 15 and older. The yearly increase in weight was 15 per cent. below average. Among children of 3 years, 22 per cent. had lost weight and 51 per cent. had not gained any. Among children of 7 to 12, 28 per cent. had lost weight. From 13 to 17, 16 per cent. of the boys and 24 per cent. of the girls had lost between 9 and 19 pounds. The average height was ½ to 2 inches less than normal. The number of neurotics was increasing daily.

" Medécine " brought further information. In Paris 60 per cent. of the children showed positive reactions to tuberculosis tests. Scurvy appeared.

Among these city children 21 per cent. were affected with anaemia (3 to 4 million red cells instead of 5) ; the average weight of newborn babies was below 6 pounds ; infectious diseases spread fast.

Situation in 1943 : nearly 1,000,000 children had died from insufficient food and 300,000 more were in mortal danger. Serum had to be sent from Paris for preventing the spread of infantile paralysis. Non-epidemic contagious diseases, such as tuberculosis and venereal diseases, were rampant.

While there was no increase in contagious diseases, recovery was difficult because of pneumonia, ear infection, etc., which followed. Hunger, physical misery and poverty became an obsession which distorted children's moral values. Juvenile delinquency probably doubled during 1941.

Situation in 1944 : at a meeting of the " Assemblée Consultative " in Algiers on May 17, a summary of conditions and needs for children was made by people in close contact with organisations inside France. They found the number of calories available to be between 900 and 1,000 a day. The meat ration was one-half ounce instead of three ; the fat ration was one-quarter ounce instead of one and a half ounces. Condensed milk was available only for children under one year, after that they got skimmed milk, one box of cereal a month, no ham, fish or brains, rarely one egg a month.

As for health : cases of typhoid fever went up from 3,000 before the war to 14,000 in 1943, infantile paralysis from 200 to 2,000 ; tuberculosis went up 27 per cent. and 60 per cent. in large cities ; there were 1,000 cases a month of diphtheria.

What have the Aggressors done to Education ?

From a purely physical viewpoint two factors were responsible for the lowering of the standards of education : the great number of deportations had affected a large number of teachers and created a shortage of educators, and the conditions of food, heating and clothing diminished the intellectual receptivity of school children and reduced the hours of attendance in winter months.

Under the impact of the collaborationist policy, instructions had been given to institutions of secondary and higher learning to imbue students with an understanding of " the great problems which deal with everybody's destiny." Translated into practice, this resulted in the suppression of certain topics from the traditional curricula. The teaching of ethics and politics, liberty and equality, law, civic rights and civic duties were prohibited.

The guiding idea in suppressing these topics was to reduce French youth to willing instruments of the German " master race." The Germans and their henchmen felt that independent philosophical thought had first to be disassociated from the " destinies " of everybody. People should be brought to believe that individual welfare had nothing to do with the dignity of " La Patrie " and with the great principles of democracy. It was hoped first to extirpate rationalism before implanting metaphysical doctrines which were clearly marked " made in Germany."

Obviously, things are accepted more easily by a generation which has been put to sleep by myths than by one which has been brought up in the tradition and thought of Descartes.

With regard to the teaching of history, the French Revolution of 1789 was taboo : the less mentioned, the better. Owing to a shortage of books, however, old books continued to be used to a great extent.

In the effort to teach German ideas in French, the men of Vichy encountered stiff resistance. The centres of opposition were the universities. It will long remain in the memory of France how the German authorities suppressed all manifestations of students with the utmost cruelty, how they maltreated professors and students of the University of Strasbourg who were evacuated to Clermont-Ferrand.

What have the People done to preserve Education?

Through the ordeal of Nazi occupation many children acquired a sense of responsibility towards their friends and country. A teacher who escaped from France told how wonderfully her pupils behaved, helping their mothers and playing their parts against the invader.

As the French children grew older their goal was to get out and fight ; witness the whole class of high school students who reached Spain on foot, the 18 boys with their teacher of Greek rowing 55 hours to cross the Channel and the five boys alone in their two canoes getting to England.

Traditionally the French school teachers (instituteurs) have been known for their liberal ideas. Now they added a chapter of courage to their tradition of liberalism. In the September, 1943, issue of the " Cahiers Français," letters from teachers to Pierre Laval were published :

" . . . Such are the profound roots of the opposition between the French teachers and the promoters of the so-called ' national ' revolution. The teachers of France are well aware of the importance of this struggle and of its real meaning and therefore they challenge and denounce your so-called reforms.

" . . . These reforms have only one aim : to degrade the teaching system, to lower the cultural level of the people. For very definite purposes they give preponderance to physical education and sports and favour sectarian education in preference to non-sectarian teaching. In one word, their aim is to destroy the work of democratic emancipation which has been begun by some courageous men half a century ago.

" . . . The truth is that the new régime has no need of well-trained, well-informed and cultivated men. You say : ' Let us teach techniques of their trade to the masses. Let us form skilful workers, assiduous employees, conscientious functionaries. . . .

" ' For everything else, let them trust the venerable leader, let them trust him to a degree where they even leave it to him to find the method of making them die by the million on the fields of battle.'

" For you, all that matters is to detract the minds of youth from serious thinking. You never can tell where thought will stop once it starts to develop.

" No, Sir, the teachers of France do not follow you on the road of the ' New Order '.

" No, Sir, the teachers of France do not betray their past and are not ashamed of it.

" No, Sir, the teachers of France will not become propagandists, on the payroll of French fascism."

There was a time when some people said that there were two Frances : the France of the school teacher and the France of the " curé." No one would dare to say this now. United in resistance, all those who were in charge of educating the younger generation offered the fiercest opposition to the doctrine and methods of the German occupants. At the same time, the students themselves profited by every opportunity to show their fraternal sympathy with the Underground. In Paris, Marseilles and Lyons the index cards of those who were scheduled for deportation to Germany were burned by students. In the colleges and universities, patriotic manifestations were organised by men and women students, who sang the Marseillaise and displayed patriotic symbols, in defiance of Himmler's Gestapo.

GREECE

AREA : 50,000 *square miles.*

POPULATION : 7,500,000.

THERE ARE SEVERAL contributing causes to the appalling conditions known to have existed among the children of Greece. For a country which never grew enough basic foods, war brought unusual hardships and hunger. In this war the only way to have avoided starvation would have been to adopt an attitude of acquiescence to invasion, and collaboration with the aggressors. All the world is aware of the extent to which the entire Greek nation adopted the opposite course. The quality of its resistance marked the nation as a formidable enemy and therefore, in the Nazi view, " worthy of extermination."

In addition to the Axis policy of brutal severity toward Greece, the division of the occupied territory between the armies of Germany, Italy and Bulgaria led to a triple looting of the reserve stocks of food in the first weeks of occupation. Later isolation and lack of communication increased the suffering.

There was a savage unconcern for the native population. Rationing of foodstuffs hardly existed for the Greek people. Existing food was rationed to the occupying forces. The Greeks were deliberately left to starvation, which, but for the relief of a few shiploads of food and vitamins arranged through the International Red Cross, would have resulted in virtual depopulation of this ancient home of democracy.

As part of the fascist aim of " cultivating " a state of ignorance among the " inferior peoples," the weakened remnants of the population were subjected to systematic attacks on their native culture and the forcible substitution of Nazi philosophy. The starving children of Greece asked for bread and were given—German books.

How far has Family Life been destroyed ?

Family life depends on a feeling of spiritual and economic security. But all Greece suffered from starvation and inflation, with prices which rose 300,000-fold. Under these circumstances, the main thought of all families was directed towards the obtaining of the daily meal. All members of the family, irrespective of age or sex, left their home at dawn in order to try to find, independently of each other, something to eat. Thus, they had few opportunities of contacts with each other ; a mother rarely saw her child for days on end.

Furthermore, Axis behaviour towards the Greeks added considerably to the economic hardships of the family. Figures on June 30, 1944, showed that more than 1,339 communities were destroyed by the Germans and Bulgarians ; families were dispersed by executions (known to be at least 74,663) and imprisonments (310,227). Many people were sent to concentration camps or deported (19,038). Thus, numerous families were deprived of their bread earners and many children were orphaned and remained alone to face the difficulties of the world. In addition, the death of approximately one-tenth of the population because of starvation increased the number of orphans in Greece. Many members of families took to the mountains to join guerrilla bands ; others escaped to Egypt and the Near East, leaving their families and relatives in Greece. Finally, at the close of 1943, an additional number of Greeks, without children, abandoned their homes, fleeing the reprisals of the German Wehrmacht.

The problem of housing was acute in northern Greece, where more than 150,000 refugees from the Bulgar-occupied provinces of Greece sought to live.

How far has Child Health been undermined ?

The health of Greek children has been gravely undermined. It is estimated that in 1944, because of the lack of imports and the drop in food production, calory intake per child did not exceed 750. An Italian doctor studied the effects of the scarcity of foodstuffs on the health of children. In an article published in a medical periodical of Genoa, he reported that in children between 3 and 12 years old, he noted general symptoms such as : anaemia, asthenia, underdevelopment of the body, special gastroenteric and cutaneous symptoms and finally, psychological symptoms (melancholia, apathy, anxiety, insomnia). This condition was due to a general lack of vitamins of the B complex and mainly of riboflavin and vitamins PP.

Because of their general debilitation of health, children fell an easy prey to diseases such as malaria, for which no quinine was available, and tuberculosis. Out of 25,000 children examined in Athens, 75 per cent. were consumptive. The lack of serums, vaccines and heart tonics was costly. In 1943, one-third of the children in Piraeus suffered from trachoma. Infant mortality in Greece rose to 75 per cent., and in the Athens area, in 1942, it was estimated that 10 per cent. of the dead were 1 to 5 years old, and 24 per cent. were between the ages of 6 and 15. In May, June and July, 1942, births had fallen by 30 per cent.

What have the Aggressors done to Education ?

The sickness prevailing among Greek children was in accordance with Axis plans for non-Axis populations. The necessity for every Greek, children included, to eke out his own daily bread operated at the expense of the time available for attending educational institutions. School hours were cut down by at least 50 per cent. In addition, inadequate communication facilities contributed to a drop in attendance ; 55 per cent. in elementary schools and 48 per cent. in secondary schools. Furthermore, teaching conditions were very unsatisfactory. Most schools were requisitioned by the forces of occupation as barracks ; a few were transformed into centres of distribution of food, hospitals or Red Cross Centres. In the rural areas, numerous schools were demolished when the Germans destroyed whole communities in reprisal against resistance. Thus, conditions imposed by the Axis in Greece worked in favour of their own plans for cultivating a state of ignorance among the " inferior race."

Direct measures were also taken to promote Axis plans. Teachers were executed or sent to concentration camps in great numbers ; certain books inspired with the democratic spirit were banned. In the universities, the teaching of

A Greek school-building—it still has its war camouflage but classes have now been resumed.

public or private international law, constitutional and labour law, pathology and hymnology were forbidden.

On the other hand, the Germans attempted to proselytise Greek children to their " Kultur " after having reduced them to starvation. Scholarships were offered at Italian universities. Italian and German schools were organised in various Greek cities. German books deluged the Greek market. The German and Italian languages became obligatory in Greek schools.

In the Bulgarian-occupied region of western Greece, eastern Macedonia and western Thrace the Bulgars followed a ruthless policy for the denationalisation of the Greeks. All Greek schools were closed, teachers and the Greek clergy became the object of more persecution than in any other part of Greece. Some teachers were allowed to continue their work, provided they taught only in Bulgarian—but a few days later they were given 24 hours to leave the country and 150,000 children, of all ages, were deprived of their accustomed schooling. New teachers were imported from Bulgaria and the system was organised in such a manner as to favour students who became Bulgarian nationals and learned the Bulgarian language.

What have the People done to preserve Education?

In the face of starvation and other policies of the occupation forces, Greece did her best to keep up the education of her children. Eyewitnesses who left Greece early in 1944, speak of the extraordinary spirit of self-sacrifice, brotherly love and devotion to the ideals of education among students and children. The desire to learn persisted, and teachers and students considered it their patriotic duty to keep their educational systems functioning in spite of all difficulties. Never before in the history of modern Greek education were students more eager to learn. Social consciousness was unusually high, especially among older children. This provides a strong basis upon which future educators may build.

Schools operated in private houses, the same house sheltering usually two or three schools. Pupils attended on alternate days, or, only mornings or afternoons, as conditions permitted. Equipment was almost non-existent, and there were few desks, chairs or tables ; children sat on the floor, or on stools brought from their homes. Because of the lack of fuel, attendance in winter was a great hardship.

It is interesting to note that the teaching of ancient and modern Greek history was extremely popular and provided an inspiration for the children. It enabled them to face the present with stoicism and courage while striving for liberation and a better future.

LUXEMBOURG

AREA : 999 *square miles.*

POPULATION : 301,000.

THE GERMAN POLICY with regard to Luxembourg was to treat the small, historically independent country as if it were part of the Third Reich. Every effort was made to Germanise children. The condition of the young people of Luxembourg today is the result of resistance to the enemy policy, rather than the accidental result of war.

How far has Family Life been destroyed ?

At least 30,000 Luxembourgers were forced by the Germans to leave their homeland. Some of these were arrested and sent to concentration camps. Whole families of all classes, especially families with children, were deported to the eastern provinces of Greater Germany.

Children and students up to 18 years of age were away from their parents and " educated " in Nazi institutions in the Reich.

From the age of 18 onwards, young Luxembourgers were forced to join the Reich's Labour Service ; then came compulsory service for the boys in the German army.

Thus the Germans tried to uproot democratic traditions and destroy the home life of Luxembourg families.

How far has Child Health been undermined ?

War conditions in Luxembourg were similar to those in Germany, because Luxembourg was annexed by the Germans, and therefore considered to be part of the Reich. Although the basis of food rations for Luxembourgers was approximately the same as that of the Germans, cattle, poultry, wheat and any other exportable products were shipped to Germany, which stripped the population of all food reserves.

Many doctors and pharmacists were forcibly transferred to Germany proper. Due to the increasing requirements of the German army, the remaining pharmacists were obliged to surrender their stockpiles as well as most of the drugs required for their daily needs. The consequent drug shortage resulted in a higher death rate and a general decline in public health. Tuberculosis and infant mortality increased sharply. Due to the lack of milk and other foods containing vitamin D, there were widespread cases of rickets, which had completely disappeared from Luxembourg after the first World War. The Rundstedt offensive in December, 1944, considerably increased the infant mortality. Children were forced to live four or five weeks in a cellar and many of them have died of diphtheria.

What have the Aggressors done to Education ?

Luxembourg children have always been peculiarly fortunate in that they grew up with three languages : French, German, as well as the

Total war—this Luxembourg boy lost his left leg in the Rundstedt offensive of December, 1944.

Luxembourg language. This was not only good training, but facilitated communications and understanding with foreign nations. And it is interesting to note that in pre-war Luxembourg courses in English were compulsory in all high schools, with the exception of the "Athenæum," where Greek or Latin could be substituted.

When the Germans took over, French was abolished from the schools and daily life, and all lessons were taught in German. The curriculum was changed to conform with Nazi standards and all religious instruction was immediately eliminated. Emphasis was placed on physical education which, as taught by the Nazis, included instructions in National-Socialist songs and lectures on principles of Nazism. The aim of this course was to make soldiers and mothers for the Reich—not to strengthen the body.

History was the only academic subject which received any stress. However, this history concerned a glorified Germany, as interpreted in the Nazi textbooks. For girls, there were several courses to prepare them for motherhood and housework. Every part of the curriculum emphasised Nazi philosophy.

Teachers who refused to comply with the new instructions were dismissed, as were all the nuns and priests who taught in public schools. Their jobs went to instructors imported from Germany.

Students above the age of 14, who wanted to continue their studies in either secondary or vocational schools, had to declare allegiance to the German race, affiliate with either the " Hitler Jugend " (boys' organisation) or the " Bund Deutscher Maedel " (girls' organisation), and prove Aryan descent.

In the famous Nazi-education camp of Stahleck the Germans tried as early as 1940 to force the Luxembourg students to adopt the Nazi methods of education, but met a unanimous refusal.

The Boy Scouts and Girl Guides organisations were abolished. The new Benedictine Abbey of Clervaux, as well as the Grand-Ducal summer residence at Colmar-Berg, and many other residences and convents were requisitioned by the enemy for Nazi boarding schools and training camps.

Girls attending the last three grades of secondary school had to interrupt their studies for one month in the winter, and six weeks during the summer, when they were sent to work for German families, on farms or in camps.

In one of the later issues of a German-controlled newspaper it was announced that Luxembourg children of six years or more had to join Nazi youth organisations ; that meant an even greater part of their time than before had to be spent in a National-Socialist environment.

The final German attack in December, 1944, resulted in the destruction of nearly one-fifth of the whole country, including the school buildings, which makes still more difficult a return to regular education for Luxembourg children.

What have the People done to preserve Education?

In 1942, when regulations were in the process of being enforced, several parents tried to avoid exposing their children to Nazi indoctrination. They were informed by the German Gauleiter in September of that year, that, as a result, pupils of the senior classes would have to be removed from school and handed over to Hitler Youth Training Camps. " In this way," the Gauleiter said, " the parents involved will lose the right to bring up their children who will be made into ' Volksgenossen ' and faithful citizens of the Reich by the ' Hitler Youth ' and the ' League of German Girls '."

During the general strike in September, 1942, students everywhere demonstrated against the Nazis. In Luxembourg and Esch many refused to go to school. Others who did go to school went on strike there with their arms crossed. More than 150 students were arrested and sent to Germany.

All anti-Nazi teachers were dismissed, deported or sent to concentration camps. Therefore, wherever possible, the children were taught at home. Members of the clergy and teachers who belonged to the Underground taught secretly ; some were arrested, but others carried on.

The Germans themselves have admitted that their attempts to re-educate Luxembourg youth according to Nazi principles failed completely. A quotation from a report by a Nazi teacher, found after the Germans retreated from Luxembourg, says : " I must state that the possibilities of a successful political education in Luxembourg are very few. The Luxembourgers believe so strongly in the defeat of Germany that it is impossible to convince them of the German point of view."

THE NETHERLANDS

AREA : 13,604 *square miles* (*overseas territories,* 789,961 *square miles*).

POPULATION : 9,090,000 (*overseas territories,* 72,000,000).

THE PLIGHT OF THE CHILDREN of the Netherlands under German occupation might have been very different if the Dutch people had submitted to the ideas and schemes of the invaders. It must be remembered that, following the toll of death and destruction incidental to warfare, the enemy made an effort to use Holland as an example of " brotherly accord " between themselves and the Netherlanders.

Of course this proposed " partnership " did not include the Jewish section of the population. Some 180,000 Dutch Jews, who had lived for centuries on terms of complete equality with their fellow countrymen, were quickly eliminated from the national life for the sake of a " lenient occupation."

But tolerance in matters of religion and spiritual liberty are essential to Dutchmen.

Dutch refugee children munch army biscuits—the advancing Allies brought food as well as Liberty.

Measures against the Jews were vigorously and continuously opposed. It was not only on the Jewish question that the Nazis met with the refusal to submit. The same struggle between the invaders and the people arose on all fundamental questions involving the rights of Dutchmen to live in freedom of thought and religion. For this resistance, the Dutch paid dearly in comfort, health and life itself. But the answer of young and old was increased resistance and sabotage. It is in the light of this that the reported conditions must be interpreted. What the children of Holland suffered, they chose to suffer for the sake of a spiritual idea.

How far has Family Life been destroyed ?

Conservative estimates indicate that in Holland alone 150,000 people died as a consequence of invasion, including the parents of approximately 10,000 children. At least 300,000 houses were destroyed, and 850,000 people left their homes for various reasons. For the children taking part in sabotage—with or without knowledge of their parents—concentration camps were added.

German occupational authorities dealt with the children as they did with adults who—openly or under cover—harmed the Nazis. They shared the fate of their parents in deportation to western Germany, Belgium and the north of France for forced labour. The intruder's object was to move people from their familiar surroundings to foreign soil. By this they hoped to limit help to the invading Allies.

This disruption of families had disastrous consequences because abandoned children were deprived of human care and lost their sense of human relationship.

How far has Child Health been undermined ?

The general death rate of children in occupied Holland increased at least 10 per cent. Though the food situation did not reach famine proportions for a long time, the official daily rations were insufficient, providing a total of only 1,417 calories for adults as against 2,600 calories given to German children.

Immediately before liberation, there was famine in western and northern Holland, particularly in the big cities where the daily calory intake dropped to 350 per head. In Rotterdam alone 1,200 people were dying from starvation every month.

In southern Holland, however, where liberation came much sooner, the situation was soon improved, and the calory intake rose to at least 2,100 per head per day.

In 1940 there were over 30,000,000 chickens on Dutch farms. By 1942 the total was reduced to 3,000,000—a cut of 90 per cent. And much of this went to Germany.

Milk, which made Holland famous in better days, was down to 5,000,000 pounds, from a 1940 average of 11,000,000 pounds or more. Housewives were supposed to get two quarts of skimmed milk every 10 days ; what they did get was a mixture of synthetic powder with water.

A Nazi-controlled newspaper reported that for one month one egg was to be made available for all persons over the age of 21, two eggs for those younger. The price of an egg in Holland was 55 Dutch cents, or about 1*s.* 6*d.* in British currency.

Lack of vitamins A, B and C reduced resistance to infectious disease. Cases of rickets, practically unknown in Holland before the war, became numerous because of a lack of foods rich in vitamin D. Children over six were hurt most, since their ration did not provide for adequate growth. More than half of the newborn children weighed less than 6·6 pounds ; the number of miscarriages and stillborn children increased. Tuberculosis, venereal diseases and infantile paralysis (1,800 persons were stricken in the latter months of 1943) increased because of a lack of facilities for treatment. Following the systematic killing of thousands of dependable Dutchmen and their families, it is evident that Holland's future depends almost entirely on those who are now from 1 to 10 years old.

What have the Aggressors done to Education ?

The Germans introduced in all schools a general falsification of history favourable to the Reich. In all history books, pages referring to the part played by the House of Orange in the history of the country were torn out. Many educational facilities were reduced and numerous schools closed, especially the teachers' training colleges. The Nazis justified this measure by claiming that it was necessary to eliminate a " surplus " of teachers. This " surplus " was largely shipped off to German labour camps, creating a serious shortage of teachers. Jewish children were at first segregated in classrooms and subsequently expelled from schools. French was eliminated from the curriculum and German was taught more extensively in order " to promote contact and friendly intercourse between the Dutch and their German brothers." Special Nazi institutions for the training of young " fuehrers " were established. The teaching of English, French and American history was eliminated in favour of German history.

Nazi infiltration poisoned Dutch schools, from the smallest elementary school to the largest university. It upset a carefully planned system, the efficiency of which has been proved by countless examples such as Debye and Hendrik Antoon Loretz, both Nobel laureates.

Since the liberation, education both in schools and universities, has slowly been returning to normal.

What have the People done to preserve Education?

Before the invasion, the Netherlands educational system, by its soundness, high intellectual standards and excellent equipment, ranked among the best in Europe. It was based on principles of freedom, and its organisation was partly private-denominational, partly public-secular. It was the true expression of the democratic structure of Dutch society. All universities and schools were subsidised by their Government. But they elected and appointed their own teachers and professors.

Nazi statements confirm that both teachers and children openly, or in veiled terms, displayed their intense hatred for the occupying power and the Dutch " quislings." This became manifest in a general sabotage and in the boycotting of the children of Dutch Nazi parents. This sabotage by children found thorough understanding in the schools. Teachers said it was a joy to correct homework. They found funny pictures of Hitler burning at a stake, or a very fat Goering trying to run, and the like. Nazi Secretary-General of Education, J. van Dam, prohibited political discussions in schools.

Patriotic Netherlands parents made it a point to remove their children from a school as soon as a Dutch Nazi joined the staff ; wherever and whenever possible teaching was continued at home. University professors and secondary teachers who gave evidence of independent thought were persecuted. Nazi-inspired student riots furnished a pretext for closing down fine old universities. When the most flagrant persecutions and blood purges failed to batter down intellectual resistance to ideological oppression, the Nazis attacked the educational systems by the economic route. Boys and girls were compelled to go into Nazi labour camps, where lessons about the beauties of the " New Order " were crammed into every idle moment.

The Netherlands East Indies

Information concerning the condition of children in occupied Netherlands East Indies is scanty and unreliable, since it has all come from Tokyo. However, it is possible to sift out a few facts from the Japanese propaganda broadcasts, facts which show how perfectly the Axis partners have imitated each other. There is the same bland assumption of a permanent " New Order " to be controlled by a master race for its own benefit, the same effort to make the children of the " subject races " forget what they were, the same destruction of pride and confidence in their own heritage, the same ruthless exploitation of children under 14 in the industrial and fighting machine.

The main concern of the Japanese was for the re-education of youth. The lower schools seem to have been wholly remodelled after the Japanese pattern of education. The most promising boys from the Indies have been sent to Japan to study. They have been virtual prisoners, living in the same room with Japanese students, trained in strictly Japanese studies and etiquette and inculcated with Japanese beliefs.

Millions of children left in the homeland were mobilised for forced labour. Enemy broadcasts boasted of their toil.

Their schools were requisitioned by the Germans—but Norway's teachers and pupils carry on in their own homes.

NORWAY

AREA : 124,550 *square miles.*

POPULATION : 2,937,000 (1940).

THE PSYCHOLOGICAL SHOCK of Nazi methods on the children of a country like Norway, which has known only peace for 130 years, was very great. The courage with which they responded, their strength and fortitude under enemy occupation, is a foundation stone on which to build the future.

How far has Family Life been destroyed ?

As a result of German terror-bombing of defenceless cities, thousands of Norwegian families lost their bread-winners and their homes. Later, tens of thousands fled the country, either to escape the Gestapo or to join in the fight for Norway's liberation under the leadership of the King and his Government. Only in rare instances did an entire family succeed in escaping. The Germans forced thousands to leave their homes in order to convert thriving properties into airfields. Some localities were designated as military zones, and the local people forced to move elsewhere.

In cities such as Oslo, Trondheim, Bergen and Stavanger, the Germans confiscated properties belonging to the tens of thousands of Norwegians who continued the fight from abroad, and from the majority of those held in jails and concentration camps. Entire villages were burned down in reprisal. Housing conditions among Norwegians were desperate. It was necessary for several families to move in together in a few rooms ; generally, large families kept together.

How far has Child Health been undermined ?

Life in small, overcrowded rooms is not a healthy one. The shortage of soap and house-cleaning materials resulted in poorer hygienic conditions. And the long, cold Norwegian winter was hard on an under-nourished, poorly clothed people.

With regard to sicknesses, there was a great increase in the number of cases as early as the spring of 1941. Children's illnesses were prominent, with increases in tuberculosis and stomach, intestinal and skin ailments. This was due, primarily, to a lowered resistance resulting from under-nourishment.

The children of school age suffered chronic hunger. " Official rations " in Norway were no measure of how much the children got to eat. They showed only maximum rations, but did not indicate the frequent occasions when nothing could be bought. Fortunately, babies received whole milk and cod liver oil.

A check-up on school children showed that the number of underweight children increased drastically. In Oslo, 25 to 30 per cent. of those starting school were underweight. Since 1942 the average height of children finishing high school decreased.

School children were aided greatly during the last year by the extra meal many received through the Swedish Red Cross. American Relief for Norway contributed 50,000 Swedish kroner monthly. As a result, 110,000 Norwegian school children received one extra hot meal daily.

Although the food position for children was particularly acute in the urban areas, it was not quite so bad for those small communities in the coastal agricultural and fishery districts.

When 525 men, women and children were evacuated to Britain from the island of Soroy, in northern Norway, at the beginning of 1945 after the German retreat from Finnmark, the condition of the children was found to be favourable. This was because these particular people get their food from the sea, and therefore did not have their supplies reduced to the same extent as others. Even so the children, especially those between the ages of 1 and 4 years, showed definite signs of malnutrition, their muscles being flabby and their bellies distended, mainly owing to the lack of milk.

What have the Aggressors done to Education ?

Norwegian schools encountered difficult conditions as early as the first days of the war. It is no exaggeration to state that the occupation of Norway has set the schools back at least two generations. Conditions were particularly difficult in the cities and thickly populated country districts. Everywhere repairs and maintenance were neglected. In the cities and populated districts the Germans requisitioned the schools to quarter their soldiers, and as store rooms.

School work in Finnmark and northern Trömso came to a standstill after the German defeat and retreat in the autumn of 1944.

The Germans applied a scorched earth policy to the whole area, in addition to deporting many thousands of the people, including children. Those children who remained were taught as best possible in huts erected from the ruins of former homes and schools, but the destruction of textbooks and shortage of all school supplies limited the scope of the teachers' work to small proportions.

During the occupation, the Nazis gradually attempted to control education by changes in textbooks. This led to an open battle between the schools and the Nazis, which culminated in the Spring of 1942. The Germans wanted to force every Norwegian youth from 12 to 18 into a Nazi youth organisation and they tried to force teachers to join a Nazi Teachers' Association. Norwegian teachers sent individual letters of protest to the German authorities, all bearing the same message: " We refuse." Immediately, about 10 per cent. of Norway's teachers were arrested and sent to concentration camps. More than 700 were shipped to the German line behind the Murmansk front for slave labour. But the teachers won the battle. They refused to capitulate. After a few months, teaching was resumed. Thus, Norwegian schools have not been contaminated with the Nazi poison.

But the billeting of German soldiers left scars on schools. Furnishings, teachers' equipment and libraries were subjected to vandalism or were destroyed. Athletic fields and gymnastic halls were taken over by the enemy. Vocational training was impossible because of the lack of materials and tools.

In a number of communities, children have lost more than a year and a half of school attendance since April, 1940. Rural districts had another problem—transportation.

The Norwegian universities also opposed the Nazi authorities. When the Nazis attempted to interfere with studies, the open fight started, which ended with the closing of the University of Oslo. Professors and students were arrested and several hundred male students were sent to German concentration camps.

What have the People done to preserve Education?

In order to avoid too great a breach in school attendance, and to preserve the national education, children were educated in homes, halls, stores—almost anywhere. In some districts 80 per cent. of the children were forced to use improvised schoolroom facilities. Many schools had classes spread out over a wide area in many different places. Improvised classrooms were usually inadequately lighted and ventilated and lacked toilets.

The unsettled school sessions were a great strain on the nerves of the children. It was hard to concentrate on school work.

The children were weak from malnutrition. They often arrived at school without breakfast. They were thinly clad, with shoes worn to shreds. But in spite of all the handicaps, the Norwegian schools carried on because all concerned had the determination to overcome difficulties and to carry out the classroom work in good spirit. It was a solidarity and mutual understanding of unique strength which advanced the work and lessened the many obstacles. A good patriotic anti-Nazi spirit was the source of strength of the Norwegians.

THE PHILIPPINES

Filipino youngsters hear an address by the Philippine President to mark the re-opening of their schools.

AREA : 115,600 *square miles.*

POPULATION : 17,000,000 (1941 *estimate*).

AVAILABLE NEWS from the Philippines is so largely based on Japanese broadcasts that it is unwise to judge conditions there at present from such sources.

It is evident, however, that family life in Filipino homes has been definitely disrupted. In the epic resistance on Bataan alone, 21,000 Filipino soldiers died. Thousands more were wounded and taken prisoner, and many of these died in prison camps.

Yet, by admission of the Japanese, thousands of Filipino guerrillas and others resisting the "New Order," were fighting in the hills and forests all over the Philippines. Filipino children cannot live normal lives under such conditions.

Japanese propaganda has been designed to combat American influences and to foster instead an "oriental" culture. The new educational system recently imposed on the people teaches the Japanese way of life and the Japanese language. The Japanese report opening thousands of new schools to spread their doctrines.

Relief, rehabilitation and reconstruction under President Sergio Osmena's leadership is following liberation in the Philippines.

POLAND

AREA : 150,470 *square miles* (1939 *estimate*).

POPULATION : 34,775,698 (1939 *estimate*).

IN THE FACES of the children of Poland you can see mirrored the nature of the enemy. German occupation of Poland was, by far, more ruthless than in any other occupied country and their destructive methods were applied more thoroughly.

How far has Family Life been destroyed ?

Over 3,000,000 people perished in Poland in war operations, in concentration camps and in the gas chambers of the slaughter camps. Another 2,000,000 were deported for slave labour in Germany. Over 200,000 were put into concentration camps. It is estimated that 8,600,000 people have been uprooted and displaced in Poland.

Thus, 10 per cent. of the Polish people have been exterminated and 25 per cent. have been moved out of their homes and left destitute. About 300,000 were in the ranks of operational units of the Polish Home Army, which carried on active resistance against the Germans.

Under such circumstances, one could hardly expect family life to flourish. Further, other factors have to be taken into consideration. The Germans did whatever they could to prevent the natural increase of the Polish population. Among other things, they imposed restrictions on marriages among the Poles. In Western Poland, for example, women below 25 and men below 28 were forbidden to marry. The "Hamburger Fremdenblatt" of April 26, 1942, reported that as a result of this decree the number of Polish marriages in Lodz fell off 82 per cent. in one year. In Western Poland, illegitimate children of women under 25 were taken over to be educated in German institutions.

Terrible housing conditions made home life, in the pre-war meaning of the term, an anachronism. In Warsaw, more than 500,000 people (one-third of the population) were transferred to the poorer districts by the Germans. There, three and four families with a number of children were often forced to live in one room.

Jewish citizens were crowded into an official Ghetto from which egress was forbidden. As early as November, 1940, Jews were shot on sight if they left the Ghetto. By 1942,

A Polish mother and her child—their husband and father has been killed—their home destroyed.

one-half of the total Jewish population had been " liquidated " in cold blood by order of Himmler. Among these, the larger number were old people and children. When heads of families were shot, the children were left to starve.

In the battles of 1939, and during the German-Russian war, 80,000 Polish homes were destroyed. And at least 386 villages were burned down by the Germans.

How far has Child Health been undermined ?

The physical condition of children in Poland gives cause for great alarm. The mortality rate grew steadily (in 1940 it was 45 per cent. higher than in 1939), and the birth rate decreased. In 1941 there were 55 births per thousand and 149 deaths per thousand.

Food received by Polish children under the German occupation covered about 15 per cent. of actual requirements, although, theoretically, they were entitled to one-quarter of the amount of food German children received. In the Ghettos, these rations were cut in half.

The rations theoretically given to Polish children contained no vitamins whatever (an official decree in Poznan forbade sale of fruit and vegetables to Poles), 40 to 50 per cent. of the carbohydrates required and 6 to 7 per cent. of fats. There was a steady fall in the caloric value of Polish rations. In 1940, 736 ; in 1941, 667 ; in 1942, 575 ; in 1943, 385. This, instead of the standard 2,900 calories daily.

Thousands of children died of exhaustion after forced draining of their blood for transfussion for the use of the German Army.

Bad living conditions caused an alarming spread of contagious disease, particularly tuberculosis, which, in Warsaw, accounted for 300 deaths monthly during 1943.

There was also a shocking lack of clothing. Four years of war had completely exhausted the supplies that existed, and the only people who received clothes coupons were farmers, who got them as a premium for supplying quotas and surplus food stocks. Neither peasant worker nor white-collar worker had the right to purchase shoes, underwear or any other clothing at normal price. As a result, many children were unable to attend school or work because of lack of clothing. The situation was particularly tragic in the severe Polish winter months.

All child-welfare institutions managed by the General Welfare Centre had to close down. Free distribution of soup for children was forbidden, and the number of nurseries sharply reduced. Thus, in Warsaw, in 1941, there were 205 nurseries with 18,800 children. Two years later only 88 remained with 8,500 children.

Even children who managed to maintain their health, due to better home conditions or greater resistance, suffered from the German occupation. Those between 10 and 14 years of age were deported by thousands into the Reich for forced labour ; many died after being housed in insanitary barracks and forced to work 12 to 14 hours a day. Some 4-year-old children who have arrived in refugee camps in the United States had never slept in a bed with sheets and pillow cases. All Polish children, no matter their age, were subjected to the application of the German principle of " collective responsibility." There were several instances of small children executed along with their parents in mass reprisals.

What have the Aggressors done to Education ?

" The Poles do not need universities or secondary schools," declared the German Governor General Hans Frank. " The Polish lands are to be changed into an intellectual desert."

In accordance with this theory, the Germans closed all the institutions of higher learning in Poland, all universities, colleges, and high schools. Only primary schools were permitted to function.

The work of schools that had managed to survive under German occupation was greatly handicapped by the terrible conditions under which they had to carry on. Many school buildings were destroyed in the course of the Polish-German and the German-Russian wars ; many others were requisitioned by the Germans for military purposes. In addition, the Germans banned pre-war primers and did not issue new ones. They condemned over 2,000 Polish titles and had them destroyed throughout the country. As for teachers : over 190 university professors perished in the four years of war ; the number of high school and elementary school teachers who met their death was very high. Some 80,000 teachers were sent to concentration camps, and in some counties as many as 70 per cent. of the teachers were killed, arrested or deported.

The German occupation in Poland went beyond purely material destruction, the exploitation of Polish resources and industries and mass murders of the innocent. Worse, by far, was the methodical campaign directed against Polish children, the backbone of the nation.

What have the People done to preserve Education?

Evicted from their buildings, deprived of teachers and school aids, destitute and persecuted, the Polish schools carried on. Secret education became an important feature of national resistance. All stages of higher education, from high school to university, were carried on by the Polish Underground. The underground movement set up a secret administration to direct and unify school work, paying teachers, providing textbooks printed by the underground press and issuing matriculation certificates.

The secret schools met in small groups and changed their quarters several times within the school year, to cope with lack of space, fuel and school aids. In some areas, three different classes were conducted in one unheated, chairless room. When the Germans discovered a secret school or class, they beat the children severely, often sent parents to concentration camps, and sentenced teachers to death.

Despite these difficult conditions the secret schools in Poland have a magnificent record. In the Warsaw district alone, 85,000 to 100,000 pupils received secret instruction. Though " officially " there were no secondary schools in Poland, in Warsaw in the school year 1942-1943, 71 high schools were conducted by the Underground, and some 1,700 students graduated from these schools.

U.S.S.R.

AREA : 8,819,791 *square miles.*

POPULATION : 192,695,710 (1940 *estimate*).

THE RED ARMY has driven the last of the aggressors from Russian soil. But the conditions resulting from a brutal invasion are even now becoming evident to the world. One of the main concerns of the Soviet Union during the war was the care of its children. While taking care of the war victims, the Soviet Government also widened its network of children's organisations in the rear. There was a continuous growth of children's institutions and expansion of medical and health protection during the past two years. Child mortality in territories not affected by the Germans decreased materially. Education took corresponding strides forward. The methods and organisation that brought about these achievements are to be applied to the children of the liberated areas. For Russian children the post-war world has started.

How far has Family Life been destroyed ?

When the Nazis launched their attack in 1941, tens of thousands of children were evacuated from the war zones into the deep rear, where numerous children's homes were opened for them. But it was impossible to evacuate all children. Many who stayed behind suffered intensely when the Germans invaded their districts. They saw their mothers, fathers and brothers put to death, and their elder sisters deported into German bondage. More than 17,000 children of school age from the city of Rostov alone, were driven away to slave markets in Germany. In all districts occupied by the Germans, children were witnesses and victims of unspeakable atrocities.

Many children in the occupied territories starved and froze to death ; the Nazis shipped all food and warm clothing, and even toys, to Germany.

Thousands of school children were driven by force to slave labour, to carry water and chop wood for the army of occupation. Their food was bread, mixed with grass. Any form of disobedience was punished by severe beating. Thousands of other children were tortured and shot. Of 542 school children in the small town of Berezhnitsy, 290 met death at the hands of the invaders. Others were put into German uniform and thrown into the line of fire—forced to help the enemies of their own country. In areas liberated by the Red Army, soldiers found many naked and emaciated children who escaped death at the Nazis' hands by hiding in forests and swamps.

In the course of two days 20,000 Jews were massacred. A handful of children escaped and wandered barefoot and hungry in the forests until they met guerrilla detachments.

A Russian mother and children in front of the charred ruins of their home.

How far has Child Health been undermined ?

The children who lived through the German occupation are extremely under-nourished and suffering from nervous disorders. Many of them will be invalids for the rest of their lives. Constant care will be necessary to restore these victims of German barbarism to happiness and health. Of a large group of children who were brought to the children's clinic of the Moscow Central Institute of Psychiatry, every one suffered from psychic traumas caused by grave moral and physical shocks. Many of them have watched parents, brothers and sisters tortured or hung by the Nazi aggressors.

The Soviet Union is the only country in the world where orphans become the children of the State and of the people. On January 23, 1942, the Council of People's Commissars adopted an important decision on the care of children who have become orphans.

Children up to 3 years of age who have lost their parents are sent to children's creches under the auspices of the People's Commissariat of Health. Children between 4 and 14 years old go to children's homes under the auspices of the People's Commissariat for Education. Children over 14 years of age go to factory schools or are taught a profession. In the State Budget for 1944 the sum of 1,700,000,000 roubles was allocated for children's homes as compared with 900,000,000 roubles in 1943.

Within the State welfare scheme there is scope for individual families and group collectives to take care of war orphans. Every effort is made to compensate them for their loss of home and parents. They get good clothes, wholesome food, affection and education. They are made to feel that they belong to families.

What have the Aggressors done to Education ?

In all occupied territories the Nazis methodically demolished schools, libraries and equipment, converted school buildings into stables, and clubs into brothels.

As soon as the Germans entered a settlement they began to shatter and disorganise school life, creating a situation in which the schools withered away without possibility of revival. They dispersed, tortured and killed teaching staffs.

The Germans destroyed textbooks and libraries. They wrecked and defiled school buildings. In Stalingrad, the Nazis burned down 95 schools, all the kindergartens and libraries, the Palace of Young Pioneers and the Physical Culture Institute. In the entire Stalingrad region they destroyed 288 schools, 136 libraries and hundreds of reading-rooms and clubs. In Mariupol, 68 out of 68 schools ; in Kiev 140 of 150 ; in Orel, 36 of 36 ; in the Rostov on Don regions, 1,340 of 2,690 schools, kindergartens and nurseries.

What have the People done to preserve Education?

These horrors could not stop the Russian desire for knowledge. Teachers and pupils hid textbooks and school equipment from the Germans.

The principal of the Nalchik school, Shripnichenko, reports that during the Hitlerite occupation the local teachers and pupils risked their lives to steal into the charred school buildings at night and stealthily carry away equipment that escaped Nazi pillage.

When Nalchik was recaptured by the Red Army the cultural life of the city began afresh ; schools were reopened in the shortest possible time and scores of students returned textbooks, maps and even desks which they had buried in the ground.

In another school one child brought a globe, another a model of an electric machine and still another a microscope which had been lovingly guarded throughout the occupation.

The Soviet Government has taken all possible measures to reopen schools and nurseries in the areas liberated from the invader. Despite the war, the sums allocated for education have increased steadily in the past three years.

During the budget year 1944 - 1945, 21,100,000,000 roubles were allocated for education as compared with 12,700,000,000 roubles in the previous year. A further increase of 39·9 per cent. is budgeted for in the year 1945-1946. In the R.S.F.S.R. alone, the sum of 7,886,000,000 roubles was spent on education in the year 1944-1945.

In the Kursk region, where before the war there were 3,473 schools, 3,197 are functioning again. In the Orel region the respective figures for the same periods are 3,970 and 3,323 and in the Krasnodar region 2,485 and 2,251. In the R.S.F.S.R. the total number of schools increased from 101,387 in 1943 to 106,836 this year.

Fifteen million new textbooks were published in time for the first term of the year, autumn 1944, and the schools themselves collected 40,000,000 second-hand books.

On October 1, 1944, 850 schools opened in the liberated districts of Latvia for the first time since the war began. Educational workers, following close on the heels of the army, began constructive work literally on the very day the Germans were ejected. At 10.30, July 20, 1944, the Red Army entered the district centre of Ludza and at 12.30 the same day schoolboys together with parents were already clearing the school buildings of rubbish and smashed brickwork, extracting school appliances, equipment and furniture hidden in the basements.

Three hundred and fifty thousand textbooks in the Latvian language and 1,000,000 copybooks as well as pens, pencils and other school requirements have been dispatched to the schools of liberated districts of Latvia.

What have the people done to preserve their national education ? They have driven out the invaders. Russia, her schools and children, are free !

YUGOSLAVIA

AREA : 96,637 *square miles.*

POPULATION : 16,000,000.

AFTER THE PEOPLE of Yugoslavia, on March 27, 1941, overthrew the Government and Regency responsible for signature of a pact with the Axis, Germany and Italy, immediately assisted by Hungary and Bulgaria, attacked Yugoslavia without declaration of war on April 6, 1941. Within a fortnight the Yugoslav army, too, had mobilised, but, defending a land frontier of over 1,500 miles, was broken, and the Axis proceeded to a plan of dismemberment and partition of Yugoslavia.

Districts were annexed to Germany, Italy, Hungary, Bulgaria and Albania, while in Croatia, Serbia, Slovenia and Montenegro quisling regimes were set up.

Few occupied countries have been subjected to such systematic persecution and national extermination as Yugoslavia. But the German and Italian Fascist enemies' action merely strengthened the will of the Yugoslav people to resist. A powerful national movement, under the leadership of the Communist Party of Yugoslavia, with Marshal Tito at its head, waged a relentless struggle against the Fascists externally and internally.

During the past four years over 1,500,000 Yugoslavs have been killed. Huge numbers of these by reprisal massacres. The young have suffered particularly, both as victims of reprisal shootings, and through the undermining of their health by serious malnutrition due to the enemy invasion.

How far has Family Life been destroyed ?

Apart from mass executions, and the removal of hundreds of thousands of men as prisoners of war or to forced labour, there has been a deliberate Fascist policy of destruction of the family. For example, in the territories annexed to Germany and Italy, as in the Yugoslav territory annexed to Italy at the close of the 1914-1918 war, a policy of denationalisation has been pursued, and where resistance to this was particularly strong, families have been deliberately split up, men, women and children being despatched in different directions.

It is too early to give any precise figures for the various parts of Yugoslavia. It should suffice to quote the following, taken from Report No. 4 of the Yugoslav National Commission for the

NARODNA SKOLA

Back to school—as soon as they had liberated a district, Yugoslav partisans re-opened the schools and children's homes.

Investigation of Crimes of the Invaders and their Assistants:

" During the Italian occupation of the Ljubljana district from April 11, 1941, to September 9, 1943, over 35,000 persons were removed to concentration camps in July, and 800 villages were completely destroyed."

The Italians in particular have been ruthless in their methods. General Roatta, for example, while in command in Italian-occupied Yugoslavia, issued precise orders that whole families or villages were to be interned if merely suspect, while for any sabotage committed, no matter by whom, their houses were to be destroyed, while any who were in the neighbourhood of military operations should suffer death.

The German treatment of the family was perhaps more systematic, particularly in those districts which Germany intended to try to turn into a part of Germany. It is established that upwards of 10,000 children from Slovenia, between the age of 2 years and 10 years, were taken from their homes and sent to Germany for " re-education," while at least 20,000 more Slovene children have disappeared without any trace of what has happened to them.

In those parts of Yugoslavia under quisling rule, Fascist legislation imitative of that in Germany and Italy has been introduced, subjecting the individual to the interests of the State, and mainly recognising the family by the principle of choosing hostages from the relatives of Yugoslav patriots.

The total number of orphaned Yugoslav children will only be known when the Child Welfare Department of the Ministry of Social Welfare has, with the conclusion of hostilities, been able to assess conditions in every part of the country. There is no question but that it amounts to upwards of a quarter of a million children.

An enormous amount of work has already begun on the physical rehabilitation of these children. Numbers have been evacuated to a special UNRRA camp in North Africa and to other UNRRA camps in Italy. A contingent amounting to about 10,000 have already been warmly received by the kindred Bulgarian nation; some 50 large and prosperous villages of the Banat, which had previously been occupied by part of the German minority in Yugoslavia but were vacated by the Germans when the German army in the Banat collapsed, are being turned into large-scale State-organised children's colonies.

How far has Child Health been undermined ?

The actual loss of life among children of under 14 years is estimated at hundreds of thousands. The mortality rate among children driven from their homes by one cause or another has been as high as 80 per cent.

The condition of the children surviving is very grave. Through shortage of food, clothing and fuel and other domestic supplies, such as soap, the incidence of infectious diseases has become alarmingly high, and the insidious spread of diseases which develop, following prolonged debility, is serious. The proportion of children with incipient tuberculosis is as high in some districts as 60 per cent. Conditions during the latter days of German occupation may be judged from a report by the International Red Cross concerning Belgrade in April, 1944. This said :

"The supply of milk still remains precarious. The lack of food for cattle has caused deliveries to drop below what was considered the lowest level of necessity. For an over-populated city like Belgrade, present time deliveries of 800 to 1,200 litres a day are pitifully small ; in spite of careful selection of people entitled to milk, these deliveries do not give to babies or sick children the distribution which the meagre ration allows. The situation in small towns in the provinces being no better, there is a serious need which must be filled by external help."

After the liberation of Belgrade and the larger part of Yugoslavia, conditions tended to improve, but the wholesale destruction of transport by the enemy is making progress in the improvement of supplies and distribution difficult. There is a terrible legacy of disease, and that debility which is the breeding ground of disease, to be combated.

What have the Aggressors done to Education ?

In those parts of Yugoslavia which were annexed to Germany, Italy or any of the Axis puppets, education was introduced for the purpose of destroying any form of national consciousness—just as in the parts of Yugoslav territory annexed to Italy after the 1914-1918 war, the use of Serbo-Croat or Slovene was prohibited.

Particularly brutal in this process of attempted denationalisation were the Italian and German authorities.

Elsewhere in Yugoslavia the various quisling regimes introduced Fascist-Nazi forms and ideas in education. Teaching staffs which refused to acquiesce in this were massacred or deported.

What have the People done to preserve Education?

In all parts of Yugoslavia, whatever their fate, the common people have, with conscious determination, resisted the efforts of the enemy. Under the very eyes of the enemy and other Fascist authorities in the towns, university students and school children organised their own education, in the democratic tradition, assisted in this by those members of the teaching staffs and other intellectuals who had escaped the enemy terror, and for reasons of age or health could not take part in the armed struggle outside the towns.

Throughout the countryside the armed struggle developed with such energy that what were at first only small bands of guerrillas, eventually achieved, in the course of bitter struggle against the occupying enemy forces, a completely new civil administration for Yugoslavia and a new national order ; this struggle was waged not only with rifle and bayonet but also with the pen.

Despite a magnificent scheme of education, pre-war Yugoslavia failed to achieve education for all, and half of the population was illiterate.

It was the pride of the Yugoslav guerrilla forces that every peasant, young or old, man or woman, who joined up unable to read or write, should within a few weeks master the rudiments both of reading and writing.

With units of the National Liberation Army of Yugoslavia went schools and publication units, which issued not only political and military periodical literature, but also publications dealing with the arts of peace.

WHAT PLANS CAN BE MADE FOR YOUTH?

SUCH IS THE PICTURE of the enemy's action against childhood. Wherever the Axis armies advanced they have left on the young a stamp of misery. It should be kept in mind that the attacks on childhood were a definite policy—a long conceived plan to make the people of the lands adjacent to the Reich weak and impotent and to implant in them the ideology of the " New Order."

" We Germans," declared Field Marshal von Rundstedt, " must number twice the population of our neighbours. Therefore we shall be compelled to destroy one-third of the population of all adjacent territories. We can best achieve this through systematic malnutrition—in the end far superior to machine guns. . . . Starvation works more effectively, especially among the young."

The plight of the young victims in the liberated lands is eloquent proof of the degree of success achieved by the aggressors. An enormous task of relief and rehabilitation faces the world. The health of the children will be the first problem. Stockpiles of food must be ready to be rushed into liberated districts. With these must go medicine and hygienic supplies to wipe out epidemics.

Where malnutrition has been severe and prolonged, as in Greece and Yugoslavia, providing adequate diets will not be enough for the refugees of these countries who have been evacuated to Egypt. Many of these children for months subsisted on grass ; their stomachs became unable to absorb normal food. Such children must receive food for convalescents. Personnel trained in the problems of nutrition will have to work out restorative programmes.

Many emergency hospitals must be provided. In Russia it was necessary for medical services moving into the liberated areas to rebuild children's institutions. All clinics and hospitals in the captive cities had been ransacked and demolished. The International Labour Organisation conference in Philadelphia in May, 1944, adopted a recommendation calling for members to co-operate in training medical and nursing staffs and in loaning experienced doctors, surgeons, nursing personnel and appropriate equipment to facilitate the rehabilitation of youth.

To meet the problem of declining health over the years of war, a seven-point programme was secretly worked out by the highest medical authorities in Holland and smuggled out through underground channels. This programme indicates the kind of measures that will have to be taken throughout liberated areas :—

1. Underfed children to be sent to neutral countries where they could be adequately fed ;
2. Cod-liver oil and vitamin pills to be imported in large quantities to rectify the vitamin deficiency of the entire population ;
3. A supply of anti-diphtheria serum to be built up at once ; present cases to be isolated and given serum treatment, compulsory immunisation to be applied to all children.
4. Immediate extension of facilities for examinations for tuberculosis, an increase in sanatorium facilities, and as many sufferers as possible to be sent to Swiss sanatoria ;

5. Replenishment of medicine stocks ;
6. Large scale construction of emergency hospitals simultaneously with the acquisition of adequate supplies and equipment for them ;
7. A nurses' training programme to be instituted immediately.

New sanatoria will have to be provided and old ones returned to their peace-time function so that the greatly increased number of cases of tuberculosis can be cared for adequately.

Millions of children homeless, because of the death or forced evacuation of parents, must be housed and cared for. This situation is particularly urgent in Eastern Europe in view of the devastation and the German extermination policy. In Russia, 13,000 orphans were registered in 36 districts of the Smolensk region alone. The number of Polish children whose maintenance and upbringing has become a community responsibility runs into hundreds of thousands. In Greece and Yugoslavia (and equally in far-off China) the problem is of similar magnitude. Temporary relief measures must be followed by long-term systems of homes and orphanages.

Closely allied to the restoration of health and homes are the psychological and spiritual factors. This picture is more difficult to draw than the health situation. The overpowering moral pressure experienced when the enemy is in one's own house or when the Gestapo at any time of the day or night may break into the home bringing torture and death, has taken a grave mental toll of childhood. Psychologists may be confronted with abnormal behaviour patterns because of young peoples' constant association with fear, yet it is hard to measure the psychological effect of these years of horror. Attempts to destroy loyalties of the children of the occupied countries have met with scarcely any success.

The importance of counteracting the Nazi and Japanese influences at the earliest opportunity is not underestimated. The spiritual factor, however, the intangible something representing a people's belief in its own survival, is shared by the youngest child, and the years of hardship have proved their miraculous quality of adjustment.

Even in these years of misery the occupied countries have looked ahead, making plans for restoration and even for extension of educational opportunities with victory. The Government of Luxembourg was preparing textbooks. Dutch and Czechoslovakian scholars have travelled over the United States to study the American educational system with a view to incorporating some of its methods in their own restored schools. A national office for student relief set up in China has given economic assistance to more than 80,000 student refugees. New schools and colleges have been built during the war in the unoccupied areas, and the building programme is being gradually extended to the liberated districts.

" Somewhere in Poland " representatives of the Teachers' Movement (a part of the Polish underground) laid down the guiding principles for reconstructing Polish schools.

" Since man can achieve full participation in cultural life only after his economic needs have to some extent been satisfied, we urge the democratisation of the economic system," they declared.

The Congress of the Polish Teachers in England was unanimous in adopting the principles of the underground Teachers' Movement in Poland, and it endorsed the spirit of the Polish resolution.

The Polish Ministry of Education has worked out the plans for the future Polish schools and has printed textbooks to supply reopened schools in a free Poland.

For the Philippines, the machinery for relief and rehabilitation has been set up already under the Filipino Rehabilitation Commission by an act of the United States Congress.

In the Soviet Union, the whole country is rushing gifts of school equipment and library books to devastated regions.

Among specific plans for restoration of education in the liberated countries is the special Order of the Day adopted in the Provisional Consultative Assembly of France after a five-day debate in May, 1944, on the problems of youth : " The Provisional Consultative Assembly calls the attention of the Provisional Government of the Republic to the vital importance of the problems of youth and of childhood . . . asks for the immediate elaboration of a complete programme of action, through the proper co-ordination of the competent Departments in order to ensure all needs of youth . . . insists on the necessity of repairing to the fullest possible extent the damage done in the past years of suffering . . . stresses the necessity of a precise governmental policy with regard to the organisation of youth as soon as normal life has been restored, with a view to ensure equality of opportunities . . . expresses its satisfaction that the Government adopted the suggestion of the Commission and has charged the competent Commissioner with the co-ordination of the studies on different human problems.''

Earlier, M. Rene Capitant, Commissioner of National Education, had outlined the main features of the reforms and the principles on which French education will be reconstructed, closing with a phrase which sums up the aims of all the liberated countries: '' The schools will be charged with the mission of forming free men !''

The problem of educational reconstruction in Europe has been considered by the Conference of Allied Ministers of Education, which first met in London in October, 1942, under the chairmanship of the President of the English Board of Education. Belgium, Czechoslovakia, France, Greece, Holland, Luxembourg, Norway, Poland, Yugoslavia were represented; the United States, the U.S.S.R., China, the Dominions and India were later invited and agreed to send observers. Various Commissions of the Council—a Books Commission, an Audio-Visual Aids Commission—have been at work assessing the needs of liberated countries for educational supplies and equipment.

More recently, after hearing from the Belgian Minister of Education a statement about the difficult situation which had resulted from the Nazi's policy of forceful educational propaganda, the Conference of Allied Ministers of Education on March 7, 1945, adopted a Resolution in which the members recorded '' their unanimous view that the need for the supply of raw material for educational purposes, and in particular for school books, is of paramount importance. Unless such supplies are made available the Conference believes that the resumption of educational activities will be greatly delayed and additional hardship for the children, students and parents in liberated territories will result.''

The Conference set up a special commission '' to collect information from liberated countries and elsewhere, about the educational needs of and the work being done for, children and young people requiring special educational treatment; to make the necessary contacts with other bodies engaged on similar activities and to make recommendations to the Conference as to how the information can best be made available and assistance given, if desired, to the Allied governments.''

The full Conference, joined by a delegation from the United States, has, meanwhile, drawn up a Draft Constitution for a United Nations Educational and Cultural Organisation which has been submitted to the Governments of the United Nations and of those nations associated with them. This draft constitution defines the terms of the projected organisation so as to enable it to work effectively in the fields of educational and cultural rehabilitation and reconstruction and to develop ultimately into a permanent body with broader activities.

The task before the nations which have been the victims of the Axis is of such magnitude that few, if any of them, can do without the help of the others. Only through the closest co-operation among the United Nations and through considerable sacrifices on the part of those nations spared the worst disasters of this war, will it be possible to establish decent living conditions for all children and thus, ultimately, to create a livable world. All nations know their debt to today's children. On today's children rests our hope for tomorrow.

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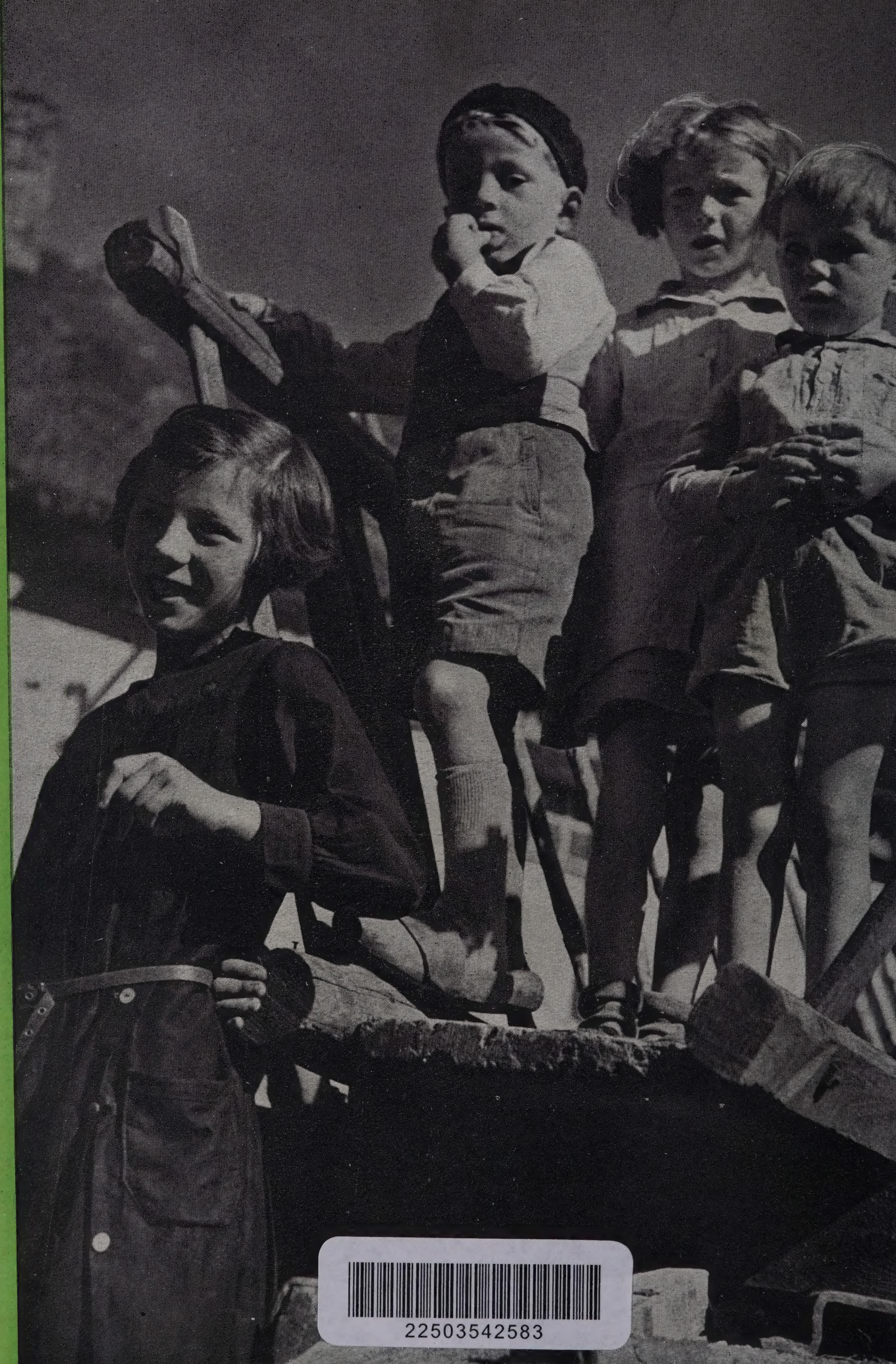

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